

PHILADELPHIA HIGH SCHOOL
REPORT
ON
PHONOGRAPHY.

REPORT MADE TO THE CONTROLLERS OF PUBLIC
SCHOOLS OF THE FIRST SCHOOL DISTRICT OF PENN-
SYLVANIA, ON THE SUBJECT OF PHONOGRAPHY,
BY A SPECIAL COMMITTEE APPOINTED FOR THAT
PURPOSE, READ APRIL 11th, 1854, AND WITH THE
ACCOMPANYING DOCUMENTS, ORDERED TO BE
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R E P O R T .

To the Board of Controllers of Public Schools.

The Special Committee to which was referred the communication on the subject of Phonography as a branch of popular education, addressed to the Board by John K. Kane and thirty-seven other citizens of Philadelphia, [given below,] respectfully submit the following Report:—

That a very careful and elaborate consideration has been given to the subject, due alike to its importance, and to the character of the very respectable gentlemen who have addressed the Board in relation to it.

The Committee has endeavoured to obtain such information respecting Phonography as would enable the Board not only to determine upon its value as a branch of public education, and upon the propriety of the further prosecution of the study in our schools; but which would serve to justify the Board for the time and attention already bestowed upon it.

In the frequent interviews had with the many intelligent gentlemen who are so deeply and so disinterestedly engaged in promoting a more extended knowledge of Phonography, the Committee has listened with gratified attention to the able and lucid illustrations which have been given of the value of this simple, beautiful, and labour-saving art.

A clear and comprehensive treatise on the subject, prepared for the use of the Committee by gentlemen eminently qualified, was read to it, and an opportunity was afforded of witnessing the skilful operations of a very accomplished verbatim reporter. This treatise, together with a large amount of documentary evidence in relation to the value of Phonography, accompanies this Report, and the Committee invites the particular attention of the Board thereto.

With a view of ascertaining precisely and officially, the practical results of the study of Phonography in the Central High School, a communication was addressed to the Principal of that Institution, requesting him to furnish such facts and illustrations in relation thereto, as he might be pleased to communicate. The very interesting and satisfactory reply of Professor Hart accompanies this Report, and is intended, with the documents already referred to, to form a part thereof.

From these premises, the Committee is satisfied of the practical value of Phonography, not only as applicable to verbatim reporting, and of its eminent utility and admirable adaptation to the purposes of business and professional life, but of its great importance as a branch of popular education; and that the study of it should not only continue to be prosecuted in the Central High School, but should constitute a branch of study in the Normal or Pupil-Teachers' School.

J. COWPERTHWAIT
ISAAC LEECH JR.
D. S. BEIDEMAN

HENRY HERBERT
HARLAN INGRAM

Committee.

To the Controllers of the Public Schools of the First School District of Pennsylvania.

The undersigned having, from observation or practical experience, formed a favourable opinion of the value of Phonography; and believing that advantage might result from its more general introduction as a branch of the education of youth, respectfully request that a Committee be appointed to examine carefully into the principles of the Art, and its capabilities for usefulness: and to confer with such of the undersigned as are familiar with its practice and its advantages.

The high position occupied by the Board of Controllers in relation to the cause of education, makes it peculiarly desirable that this subject should receive at their hands a patient and thorough examination.

J. K. Kane, Oswald Thompson, Wm. D. Kelley, Geo. M. Stroud, Geo. Sharswood, Geo. W. Woodward, John K. Findley, G. M. Dallas, W. M. Meredith, David Paul Brown, Samuel H. Perkins, St Geo. T. Campbell, John Cadwalader, P. McCall, Ch. Gibbons, Benjamin H. Brewster, Wm. Bradford, George H. Earle, Francis Wharton, Morton McMichael, Robert Morris, A. Cummings, William Birney, James S. Wallace, Peter Fritz, W. L. Lane, Jno. J. White, Theophilus E. Beesley, M.D., Wm. Biddle, James R. Greeves, M. L. Dawson, John W. Moore, Robert Patterson, Jas. C. Booth, Robert Frazer, Henry T. Child, M.D., Joseph T. Cooper, Townsend Sharpless.

Office of the Controllers of Public Schools, First School District of Pennsylvania. Philadelphia, 23 Feb., 1854.

At a meeting of the Controllers of Public Schools, First District of Pennsylvania, held at the Controllers' Chamber, on Tuesday, February 14th, 1854, a communication was received, signed by J. K. Kane and others, in relation to Phonography, which was referred to a special committee, consisting of

MESSRS J. COWPERTHWAIT, *Chairman*
D. S. BEIDEMAN
HENRY HERBERT
ISAAC LEECH, JR., and
HARLAN INGRAM

From the minutes. ROBERT J. HEMPHILL, *Secretary.*

Philadelphia, 18 February, 1854.

To John S. Hart, L.L.D.,

Principal of the Central High School.

Dear Sir:—As Chairman of a Committee, appointed at the last meeting of the Board of Control, on the subject of Phonography as a study for our Public Schools, I am desirous of obtaining all the information in relation thereto that I am able; and as the study of this art has long been pursued in the High School, I make this application to yourself, for such facts as you may be pleased to communicate for the information of the Committee. In addition to such details as you may think proper to furnish, or cause to be furnished, I should like to know,—how long the study of Phonography has obtained in the High School; the time devoted to it; the classes which pursue it; what teacher is engaged in it; the general progress of the pupils, and its practical result. One of the objections urged against Phonography is its injurious tendencies upon the pupils in the acquisition of a knowledge of orthography; it being alleged that Phonography makes bad *spellers*. It is said, too, that very few indeed make any satisfactory progress in the study, and still fewer are able to put it to any practical use. On all these points I should like to have your views, but I do not wish to confine you to these particular queries, but should be glad the subject might have the widest scope in your replies. I regret to add to your already onerous duties, but I know how willing and how able you always are to fulfil them. I will only add that I desire to have the Committee together as soon as possible, so as to make an early report, and that I am,

With true regard, your friend,

J. COWPERTHWAIT.

High School, Philadelphia, 22 February, 1854.

To Joseph Cowperthwait, Esq.,

Chairman of the Committee on Phonography.

Dear Sir:—Your letter of the 18th has been received, asking for such facts as it may be in my power to communicate, in regard to the subject referred to your special consideration by the Board of Control. I would have given an immediate answer to your several inquiries, but that I wished to re-assure myself in respect to some of the points suggested. When the study of Phonography was first introduced into the High School, I examined the subject with care, and I have been since resting upon the conclusions then adopted. The present action of the Board of Control has led me to re-examine the matter, to see how far our actual and most recent experience would warrant the estimate originally placed upon the study. I am constrained to say, that the most careful inquiry leads me still to place a high value upon Phonography, not only as an art of general utility in itself, but as a useful adjunct in a system of education. Praying you to excuse the delay, I now proceed to answer your several interrogatories.

Your first inquiry relates to the length of time that the study has been pursued in the High School. It was first regularly introduced, I believe, in 1849. It has formed a part of the stated course from that time, say about five years.

Your next inquiry relates to the time devoted to it, and the classes that study it. When first introduced, it was studied only by the lowest class, Division H. Under that arrangement, the time of one Professor, three hours and three quarters per week, was given to the study. The Professor, while so engaged, had to teach the whole of Division H, which usually numbers about one hundred and thirty students. This continued, I believe, for three terms. The study was then extended into Division G, and since that time it has been continued in both G and H; that is, each class attends to the study the first two terms after they are admitted to the school. Under this arrangement, which is the present one, the Professor gives, weekly, eight hours and a quarter to the subject, viz., three hours and three quarters, as before, to Division H, teaching the whole class; and four hours and a half to Division G, taking only half the class, or about fifty at a time.

Your next inquiry relates to the persons by whom the instruction is given. Phonography was first taught in the High School by Mr Oliver Dyer. He was a zealous advocate of the system, and taught it gratuitously to a volunteer class for one term, for the purpose of getting it introduced as a regular branch of study. Professor Kirkpatrick learned the art of him, and he is the only one of our Professors sufficiently acquainted with the art to teach it. The instruction has been given entirely by him, since Mr Dyer left; that is, since it was made a part of our regular course.

Your next inquiry relates to the allegation often made, that Phonography makes bad spellers. I have not been able to establish such a result from any experience that we have had in the High School, and such is not my own conviction. Since the receipt of your inquiries, I have been making some specific investigations, to see how far such a result might exist. For this purpose I dictated portions of lectures to the new class, just admitted from the Grammar Schools, who are just beginning Phonography, and to some of the higher classes, who have finished the Phonographic course. The paragraphs thus assigned were copied verbatim from dictation, and were taken home by me to be examined. I went over them, one by one, in detail, with great care, marking with a pen every mistake in spelling that I could detect. The mistakes among the new students, who have not yet learned Phonography, were more than five to one of those in the higher classes who have finished the study. I do not infer from this, that Phonography has in itself any specific tendency to make good spellers; but I do think it proves that the acquisition of this art does not interfere with that gradual improvement in spelling which is produced by the joint action of all their studies.

The number of students who have acquired such proficiency in Pho-

nography, as to make it practically useful, I cannot give with accuracy. I think, however, it is quite as large as the number of those who have been able to derive practical advantage from their knowledge of Drawing, or Book-keeping. Yet seventeen and a quarter hours of instruction are given weekly to Book-keeping; and thirty-five hours a week to Drawing, while only eight and a quarter hours are given to Phonography. Could a suitable amount of instruction be given to the latter study, I have no doubt, every student, with rare exceptions, would become so proficient in the art, as to make it practically useful in whatever business he should follow, besides having at his command a ready and certain means of support, in default of other occupations. Such of our students as have made Phonographic Reporting a profession, have got along in life, faster by all odds, than those in any other kind of business, and that without the possession of any special brilliancy of talents. Some of them, not yet turned of twenty, are now making more money by Phonographic Reporting, than the Principal of the High School, after having given himself for more than twenty years to his profession. But, besides these professional reporters, there are hundreds of our students, in almost every walk of life, that are deriving benefit from this time-saving art. Even before leaving school, while attending lectures in other departments of study, I see them constantly using Phonography. Those who have not entirely mastered the art, still use it as far as it is at their command, taking notes, partly in Phonography, and partly in longhand. There is not an hour in the day, nor a class in the school, out of Division H, in which I do not see the students using this art, and with practical advantage.

Among the incidental advantages of Phonography, as a part of general education, I would mention the cultivation which it necessarily gives to the ear. As the essence of the art consists in writing according to sound, accurate hearing is the very first step to success. How important an accurate and attentive ear is, to any satisfactory progress in study, where lectures are concerned, or to the acquisition of professional knowledge generally, or how difficult it is to acquire this accuracy of attention to sound, and this precision in hearing exactly what is said by others, I am sure I need not dilate upon to you, nor to anyone who has made the business of instruction a subject of special thought and inquiry.

Thanking you for the courtesy of your letter, I remain, my dear sir,
Your most obedient servant,

JOHN S. HART, *Principal.*

*Office of the Controllers of Public Schools, First District
of Pennsylvania.*

Philadelphia, 25 March, 1854.

Townsend Sharpless, Esq.

Dear Sir:—I am instructed by the Committee of the Board of Controllers of Public Schools, to whom was referred the communication

of yourself and numerous other gentlemen on the subject of Phonography, to request you to furnish the Committee with a copy of the valuable and interesting documents which have been submitted to it by the gentlemen interested in this beautiful art; with a view to their being submitted to the Controllers, in the Report which the Committee contemplate submitting to that Board. Regretting the trouble this may occasion,

I am with great respect,

J. COWPERTHWAIT.

Chairman.

Philadelphia, Fourth month, 1st, 1854.

To Joseph Cowperthwait,

Chairman of the Committee.

Esteemed Friend:—Thine of the 25th ult. has been received, requesting me to furnish a copy of the documents submitted to your Committee, at our late interview, by myself and other practical Phonographers, which it affords me pleasure to comply with.

The cause of education, as I apprehend, is deeply interested in this movement; and if it shall result in the teaching of Phonography in the District Schools, as well as in the High School, it will be productive of an amount of good not readily estimated. The introduction of it into these seminaries, as a regular branch of learning, will not only familiarize the pupils with the elementary sounds of our language, and accustom them to the habit of analysis—so important for distinctness of enunciation; but will furnish them with an easy and rapid mode of recording thought, useful in acquiring other knowledge, valuable for their own purposes through life, and upon which many of them may rely for support in cases of emergency.

To Isaac Pitman are we indebted for this valuable improvement. For him it has been reserved to develop the most simple, beautiful, truthful, philosophical, and rapid system of writing that probably has ever been devised. And it will be found that among those practically acquainted with the art, there is but one opinion as to its great value; not merely for verbatim reporting, but for correspondence and for business purposes.

Philadelphia occupies a prominent position as the patron of a liberal system of public school instruction; and is looked up to with confidence, as an intelligent and influential leader in this noble cause. The introduction of Phonography into the High School, has been a means of testing its capabilities among us, and of directing public attention to the practical character of this invaluable art. By extending it to our elementary schools, the knowledge of it will be more generally diffused, its usefulness increased, and an example of progress will be given worthy of our great and enlightened city.

Thanking the Committee in behalf of my colleagues, as well as for myself, for the courteous and patient attention they have given to our illustrations,

I remain, respectfully, thy friend, TOWNSEND SHARPLESS.

PHONOGRAPHY. (1)

There are few educated persons who are not sensible of the imperfection of the present system of writing, from the slowness and wearisomeness which it involves. The desire to remove this imperfection, has, since the time of Cicero, and perhaps earlier, stimulated invention to the employment of systems of shorthand, or Stenography. Some of these have considerable merit, so far as mere brevity is concerned; but in other most important particulars they are radically defective. They are all difficult to learn, and even when the ability to write them is mastered, it is found almost impracticable to read what is written. And up to our own day, the great desideratum of a system of shorthand which should combine every desired degree of brevity with ease of acquisition and facility of reading, remained to be discovered. It is Phonography which secures to us these desired results. This system, an invention of Isaac Pitman, of Bath, England, was published in its first imperfect form in 1837, but has since received many improvements; and, as at present written, may be dated from the year 1845. It has, therefore, been about ten years prominently before the public. Its spread and adoption since that time, as a method of writing and reporting, have been remarkable. Several hundred thousand text books explanatory of the system, have been sold in Great Britain and the United States; and the number of practical phonographers is known to be very considerable. As a system of verbatim reporting, it is rapidly superseding all rivalry. But it is not for reporters alone, that Phonography is adapted. Thousands use it who never pretend or aim to be reporters. They employ it simply as a labour-saving instrument. Finding it entirely legible, they use it in every case where what they write is designed for their own use, or the eye of a fellow-phonographer. Probably a mail never passes in our country, or in Great Britain, that does not carry Phonographic letters of business or friendship. Some, who are clerks, use it as amanuenses, taking down from the dictation of their superior, letters which they re-write in longhand, for his signature. Some, who are students, use it in recording the words of instruction which fall from their preceptors; to be afterwards more carefully reflected on and read at leisure. Some, who are lawyers, or employed by lawyers, use it in preparing legal documents, to be transcribed into longhand; or in recording evidence verbatim as it falls from the wit-

1. At the request of the Committee of the Board of Controllers of the Public Schools of Philadelphia, full oral explanations of the principles and usefulness of Phonography were presented by persons practically acquainted with the subject, accompanied by such illustrations as demonstrated the claims made for the art. Subsequently a written communication, embodying some of the points insisted on verbally, was presented to the Committee, and from this the succeeding article is taken. The difficulty of presenting, by the usual resources of the printing office, the phonographic illustrations which were embodied in the original, has, however, rendered necessary the suppression of much which it contained relative to the practical details of Phonography.

ness. Some, who are editors, write in phonography for their paper; and others, who are printers, set up type therefrom. Clergymen preach, and lecturers discourse, from phonographic manuscript. Phonography is also employed in disseminating knowledge in the book or periodical form. There are in this country five monthly phonographic magazines; and in England three, if not more, [five] printed by the lithographic or some similar process. Books of reading matter are also issued, among which may be mentioned the New Testament, the Psalms, [Book of Common Prayer, History of Shorthand,] etc.

Such results, from an art so lately introduced to public notice, must certainly be considered extraordinary. Under no previous system of shorthand was any approach to such an exhibition ever made. Twenty years ago, the suggestion that periodicals and books printed in shorthand, would find support and remunerative circulation; that correspondence would be preferably conducted in that method of writing; that printers would set up type from such manuscript,—would have been scouted as a mere fancy.

Such results show that Phonography is a *practical* art; that it is not a mystery attainable only by a select few, but that it is adapted to the masses. There can, indeed, be no doubt that so simple are the principles of the art, that children in the ordinary course of school education can become perfect masters of it, with far less difficulty and more pleasure, than in the acquirement of any other branch of elementary knowledge. Such being the case, and the possession of a method of shorthand of this perfect kind, being an acquirement of which the usefulness cannot justly be disputed; phonographers ask and expect, that their art shall be made a branch of common school instruction. We believe that the time must inevitably come, when the ability to write Phonography will be looked upon, not as an accomplishment, but as essential to even an elementary education. We have full faith, that the guardians and educators of youth will not be found indisposed to examine, sooner or later, into the importance of this art; and we are confident that such an examination must, in every case, convince them that Phonography, though a new thing, is so much more useful than a great deal that now engages the attention of young scholars, that it should be one of the last studies to be set aside.

In proceeding to make some general explanation of the principles of Phonography, to which the Committee are required to direct their attention, we make the very manifest observation that the full merits of the art can only become known to those who acquire a practical knowledge of it. Geometry and Algebra can be fully appreciated only by mathematicians; and Phonography only by phonographers; and as a candid person believes the testimony of mathematicians, to the importance of the former sciences, though himself unacquainted with the subject; so we ask that when, without exception, all who have a competent knowledge of Phonography, testify to its importance with enthusiasm and without a dissenting voice, you shall give credit to them; and set this unanimous testimony against any opposite

conclusions which may be drawn from a hasty examination, or an imperfect exhibition, of the subject.



The distinctive principle of Phonography, by which it is distinguished from Stenography, and from all other received systems of writing, is that it represents the *sounds* of language. When we analyze language, we find that, infinite as seem the number of its words, we may eliminate from them a few simple sounds or elements, by the use or combination of which, all these various words are produced. Including diphthongs, there are thirty-nine recognized elementary sounds, heard in the English language. In the following table, these sounds are represented by the italicised letters, or combination of letters, viz:—






p, b; t, d; ch, j; k, g(o); f, v; th(in), th(en); s, z; sh
(vi)s(ion); *l, r, m, n, ng; h, y, w; ah, a(t); a, e(ll) ee, i(ll);*
aw, o(dd); o, u(p); food, foot; i, oi, ow.

[The number of letters in the Phonographic alphabet is really, forty. Messrs Patterson and Sharpless, in the above enumeration, do not include the unfrequent broad diphthong *ai*, heard in *Isaiah*, when pronounced, as it is by most clergymen, with the Greek *ai*. It belongs to the same class of diphthongs as *oi* in *voice*, *annoy*, and is provided with its own phonographic sign. The forty letters of the Phonographic or Shorthand Alphabet consist of the thirty-four simple sounds of the Phonotypic or Printing Alphabet, together with single letters for the following six double sounds:—*i* in *bind*; *ai* in *aye*, *Isaiah*; *oi* in *voice*, *boy*; *ow* in *now*, *pound*; *ch* in *etch*, *cheap*; and *j* in *edge*, *jest*. Phonography is also furnished with many other single signs for combinations of letters, but they do not properly belong to the alphabet of the system.]

There is, in our language, no word which does not contain one or more of the above elementary sounds. If, then, thirty-nine distinct marks should be agreed on to represent each of these thirty-nine distinct sounds; it is evident that by writing these marks in the order in which these sounds are heard, we have a philosophical and certain method of representing our language. For example, suppose the sound heard in the beginning of the words *see*, *cell*, &c., we agree to represent by the sign ||; that in the beginning of *oath*, *own*, &c., by *; and that in the beginning of *no*, *gnaw*, &c., by §. In such case, we might express by these characters, the following words, namely, *so* ||*, *sown* ||*§, *snow* ||§*, *own* *§, *know* §*; since a little reflection and analysis bestowed upon these words, will show, that however we may be deceived by the usual manner of spelling them, the *sounds* they contain, and therefore the words themselves, are truly represented by the signs agreed on.

[The phonographic method of representing these words is as follows:—The letter *s* is represented by *o* when joined to other consonants, and by *)* when not joined. (The writing of a consonant by a small circle *which serves to loop other letters together*, is one of the most beautiful contrivances in the art of stenography. The very

frequent letter *s*, which gives the English language its hissing quality, is thus written in the act of joining the simple strokes that represent its neighbouring letters. This admirable stenographic principle was introduced, we believe, by Mason, the inventor, in 1628, of the system of shorthand now generally called Gurney's, because it was republished by an ancestor of the present Gurney family of shorthand writers employed by Government.) The letter *n* is, in Phonography, , and *o* is , which may be turned in any direction. The above examples are simply and intelligibly written in Phonography, thus:—

—    
so, *sown,* *snow,* *own,* *know.*

The method of writing vowels will be evident from an inspection of the words.]

“A perfect alphabet,” says Lindley Murray, in his Grammar, “would contain a number of letters precisely equal to the number of simple articulate sounds belonging to the language. Every simple sound would have its distinct character, and that character be the representative of no other sound.” A perfect alphabet for the English language conformed to the terms of this excellent definition, would, therefore, according to the analysis of elementary sounds before presented, contain thirty-nine signs. It is such an alphabet which is adopted in Phonography; and to its use is due, almost exclusively, the legibility and ease of acquisition, by which it is so remarkably contrasted with all other systems of shorthand. In writing Phonography, we simply write the *sounds* heard in pronunciation; without reference to the conventional arrangement of letters by which, in ordinary writing, custom requires that words should be represented. By the enlargement of the alphabet, this becomes possible; and the successful result exhibits a fresh proof of the importance of conforming practice to sound theory.

It may be objected that the use of Phonography, based on an alphabet representative of sounds merely, will have a tendency to corrupt orthography or the received spelling. But facts show that there are no grounds for the objection. Phonographers spell at least as correctly as other persons; and the testimony of Professor Hart, Principal of the High School, shows that the phonographic pupils there, have exhibited a superiority in that particular.

The next distinctive principle of Phonography is, its adoption of simple mathematical signs—the *right line*, *segments* of a circle, and *dots*—to represent the sounds of the language. The letters being thus simple, the writing becomes thereby a shorthand. Each distinct sound of the organs of speech, is indicated by a single motion of the hand; and as, by practice, the hand can be taught to move as rapidly as the vocal organs, we have thus the means of writing down language as fast as it can be spoken. * * * *

Having already, in general terms, insisted on the facility of acquisition, the legibility and the rapidity of execution, of Phonography, we now devote a few remarks with special reference to these points.

We say it is easy of acquisition. By this we do not mean that it is acquired without faithful study and practice; but its general principles are easily mastered; and the study is an agreeable one, involving no special difficulties; so that moderate practice alone is requisite to acquire the art. We do not fear to assert that all children, capable of learning to read, write, and cipher, could, at the same time that they are acquiring those rudiments of knowledge, become skilful Phonographers, without sensibly interfering with those or any other studies. And here we would remark, that it is in childhood, more especially, that Phonography should be learned. It is then that habits are most easily and correctly formed. After the growth is attained, it is more difficult to acquire marked skill in drawing or printing, or gymnastic feats, or reading, or writing, or arithmetic; and if so much success has been achieved in the practice of Phonography, notwithstanding the study is generally pursued by adults only, we may naturally look for a far greater measure, when it has become a settled branch of the education of youth.

Phonography is perfectly legible. We mean well-written Phonography. If very carelessly written, there may be some difficulty; but the same is the case with any other writing. We feel quite warranted in claiming for Phonography, at least the same legibility as ordinary longhand; and we are persuaded, as the practice of the art becomes more diffused, particularly if the study be commenced in childhood, that Phonography will be found *more rapidly* legible than any other system of writing.

With regard to the swiftness with which Phonography is written, there can be no dispute. It suffices to compare the conciseness of Phonography with longhand (or any other) writing, to be convinced of the immeasurable superiority which the former must give in point of rapidity. The average rate of public speaking is about one hundred and twenty words a minute; yet there are Phonographers, who can write as many as one hundred and eighty, and perhaps more. In fact, it is only by this system, that satisfactory verbatim reports are possible. But, putting out of view those who are skilled as reporters, and referring to those who adopt Phonography only in correspondence, or for private purposes, there are few of moderate skill who cannot write it from three to five times as rapidly as longhand.

We now proceed to offer some views relative to the propriety of making Phonography a branch of elementary and public school education.

Among the objections lately urged in the Board of Controllers, to the continuance of Phonography in our High School, was its supposed interference with, and exclusion of, more useful studies. But except the elements of knowledge,—reading, writing, and arithmetic,—we do not think *one* can be pointed out more useful than Phonography. Such a labour-saving art must, in the nature of things, be of the highest utility. But we do not ask you to *presume* anything on this subject; we have indisputable testimony to show that no acquisition has proved itself to High School students, so immedi-

ately and so profitably useful. In support of this, and of the general usefulness of the art, we refer to the communication of Professor Hart, the Principal, and also to letters herewith presented; in particular, to those of Judges Kane and Grier; of St. Geo. T. Campbell, Francis Wharton, and George H. Earle, (a Phonographic member of the bar;) of Powers and Weightman, chemists; of F. W. Porter, Secretary of the Sunday School Union; and of the following Phonographers, namely, Joseph T. Cooper, Thomas Hill, and Thomas H. Beveridge, clergymen; Dr Stone and Dr Gihon; J. J. McElhone, Arthur Cannon, Samuel B. Dalrymple, and Randolph Sailer. We refer also to the letters of Messrs McMichael, Morris, Wallace, and Birney, of our city press, showing the views of the editorial corps relative to the practical value of the art; and also to the resolution passed at the late editorial convention in Ohio [Phonetic Journal, 1854, page 59]. We trust these communications will be read and pondered, and will therefore abstain from more than a single extract, which is found in the letter of St Geo. T. Campbell, wherein he makes this irrefragable statement, namely, "I do not know any one branch of knowledge which will so surely lead to immediate, permanent, and respectable employment. It is, to any youth who may possess the art, a *capital* of itself, on which he may confidently rely for support." Can as much be said for even such elementary studies as geography and arithmetic, beyond its primary rules—much less for algebra, geometry, chemistry, natural philosophy, drawing, and other branches, which it would be considered unwise to exclude from High School studies?

But while we contend that Phonography, though it *might* exclude other studies, is too useful to be supplanted on any grounds; yet we specially desire to impress upon you, that so far from *interfering with*, it as an *aid to*, such studies. After the elements of the art are mastered, which is in a few weeks, the true way to learn Phonography is to make practical use of it. Such a use by scholars, would consist in applying it to the pursuit of their other studies; as in taking notes of lectures, memoranda of lessons, exercises in composition, etc. The scholar is thus learning *two things at a time*, viz., the special study, and Phonography along with it. And we hesitate not to say, that considered merely in view of the aid it thus affords in pursuing other studies, the labour bestowed by a youth in learning the art is amply repaid, though a Phonographic sentence should never be penned by him after his education is complete.

jThe continuance of Phonography in the High School, was further objected to on the ground that but few of the scholars made their living by it as professional reporters. The number we might show to have been understated; but, in fact, the objection, if a valid one, would apply in a far greater degree to nearly every study now pursued in the High School. How many graduated pupils are now supported *exclusively* by their knowledge of geography, or history, or the rules of grammar, or natural philosophy, or algebra, or chemistry, or even arithmetic? The course of school instruction should not be framed to

give the scholars professions; but such general knowledge as will be most useful to them in such professions as they may afterwards adopt; and we uphold Phonography on the ground, that in whatever sphere of life the pupil may be thrown, the possession of a knowledge of it will always be useful; while in many cases it, of itself, furnishes the means of self-support.

While, therefore, we trust that Phonography will be continued among the studies of the High School, we suggest that ultimately the proper course will be, to have the art taught in the Grammar Schools; a certain degree of proficiency in it being required for admission to the High School. By this plan, all objections could be obviated. The pupils in the Grammar Schools could have no difficulty in thoroughly mastering the study. It is within their capacity, pleasing, and (in the time at their disposal) could be acquired without sensible exertion. Long before they were good arithmeticians, or geographers, they would be expert phonographers. Taught thus in childhood, we should, in fact, expect them to acquire a degree of skill, of which, at present, we have no examples. Such instruction in the Grammar Schools, need not involve any great difficulty or expense. A single teacher, passing from school to school, might suffice. The art can be taught to any number of persons at once; and by oral instruction, and exercises to be written at the home of the pupil.

Before closing, it is proper to refer to the importance of Phonography in contributing to the correctness and distinctness of the pupil's enunciation. Experience had shown, before the invention of Phonography, that an important aid to elocutionary studies, was to practise the pupil in what is termed the Elements,—that is, the sounds of the language. Distinctness in uttering the elements, promotes distinctness in uttering words made up of those elements. Now, the Phonographic Alphabet, as we have explained, is made up of these elementary sounds; and the young phonographer, while he studies it for a different purpose, is in fact taking a most valuable lesson in elocution. But further, phonographic writing indicates *exactly* the pronunciation of the writer. It is, as it were, a daguerreotype of his speech. A teacher, in correcting a phonographic exercise, has thus an important opportunity of correcting errors of pronunciation. It is beyond doubt, therefore, if the teacher himself be competent, that school instruction in Phonography, would insure general correctness and uniformity of pronunciation; and save the necessity of any special attention to the subject, such as is now given.

It must not be overlooked that this art, whether learned as an accomplishment, or with a view to employment as amanuenses, or for teaching, or for other business purposes, will be found valuable to females as well as to males. Several women have been qualifying themselves for such employment, by the study of Phonography; and an instance recently occurred, in which a young married couple engaged in it, the husband qualifying himself for reporting, the wife with a view to aid him in transcribing his notes into longhand.

We shall now close this communication by repeating our con-

viction, that there is hardly a sphere of life in which Phonography will not be found eminently useful; whether in literature, in law, or in medicine; in the printing office, in the editorial chair, or in the counting house; in the study, or in the lecture room; whether in composition, in correspondence, in book-keeping, or in copying; or in reporting news, speeches, sermons, or lectures. Are we not, therefore, justified in believing that such an art must inevitably become a necessary study? And may we not also hope, that your Committee, and the Controllors of our Schools, will use their influence and authority to enforce it as a branch of public instruction?

ROBERT PATTERSON.

TOWNSEND SHARPLESS.

*Extracts from a Letter of John J. McElhone to
James A. Kirkpatrick.*

Washington, 12 Jan., 1854.

Dear Sir:—I acquired the rudiments of Pitman's Shorthand at the High School, and afterwards pursued the study of it by myself, with the assistance of such books on the subject as I could obtain; and so successfully, that within a year's time, I was deemed capable of a place on the Union Corps of Official Reporters for the Senate of the United States; though only turned of sixteen years of age. I assisted in reporting the proceedings of that body during the whole of the Compromise Congress, which commenced late in 1849, and ended early in 1851. On its adjournment, I proceeded to Richmond, to aid Mr Bishop in reporting the proceedings of the Virginia Constitutional Convention, which had met in that city.

Phonography has been of vast benefit to me. To it I owe the honourable and lucrative position which I now occupy, as one of the Official Reporters to Congress. That position has given me the acquaintance of the best men in the country; and a correct knowledge of nearly every part of this great Confederacy.

I was in Richmond nearly nine months; and received on an average for my labour, between thirty and forty dollars per week. During the last Congress, I received about fifty dollars per week; besides 300 dollars at the end of the first, and 800 dollars at the end of the second session;—my share of the amount voted by the House of Representatives, as a compliment to the first *full* report of its proceedings.

It must be kept in remembrance, that Congress is in session only about one year in every two; and that the reporters are only paid for what they do at the rate of four dollars per column. They can, however, as a general rule, find employment, if they desire it, during the recess. As I have already stated, during nearly the whole of the first recess, I was engaged in Richmond. Between the adjournment of the first, and the meeting of the present Congress, I was paid 600 dollars by the Government for reporting the proceedings of the Gardiner Trial; running through a period of about two months.

BEAUTIES OF ENGLISH ORTHOGRAPHY.

THE following letter originally appeared in the *Phonotypic Journal* for November, 1846. It need only be said that it is written by the distinguished Professor Gregory, of the University of Edinburgh, well known for his chemical attainments and his translations of Liebig's works, to secure for it an impartial perusal. It will be observed that the writer has so ingeniously contrived his spelling as not only to use an orthography different from the received one, for every word, but also to employ a different spelling every time any particular word occurs, to illustrate what he calls the "infignit vareyeety" which the orthography of the English language sanctions; while there is not one of the spellings here presented which cannot be justified by the established orthography of other words.

Tough thea Eaditer aph thie Foughnotipick Jolonal.

Syrrh,—Eye obzerve yew proepeaux two introwdeauce ay nue sissedem ov righting, bigh whitche ue eckspress oanly theigh sowneds, anned knot thee orthoggerafey oph they wurdz; butt Igh phthink ugh gow two fare inn cheighnging owr thyme-onurd alfahbeat, aned ading sew menny neau lebtors. Ie meyke bould teo saigh thaate eit izz ewict eyezi toe ruyt akarding too sowend, withe thea leabtors hov theau oald alfabeet, aind indead, 'Ui halv faor maini yeers begn een theye habbeyt auv dooing sough. Ey fompt, aizz moast peaple dou, thacht ibt wowz ichmpossible toeu maic ienney theng ovue thei caumun spealing, frogm thuay toatal wont owf rheulz; soa Hi meighed op meye migned tou discuard orthouggrafuy, uand tho spul bey psownd, bote en ai malnor verry differeignt phrom yewrs; aand, Eigh flatour miselph, veiriseauperier thoeu uit. Ett apiers thoe mee, thait awl thui righters aun thes psoubgeekt halph awltoughgeather missonderstould theg peikewlier karacktor ough thæ Inglish langwedge, whutch Ig taic phthu beigh thees, thabt eavery ward mai bie speilt ynn uan infignit vareyeety ouf weighs kneau won ofue whiche ize moar write thann anoothir. Ieny peorson wil see thatue ytt moost bee pso, iff hil komnsidderz thatt everi "sougnd" ien eor language wage yz eckspruessed uin aye grayt number ophue weaz, achnned koncequaintly epheri "wrode" aot though bie, faur woards ar mayed upp ohv sengle sowndz. Thys innphinitly divourcifyed plaan auve spueling, ase joust obzearved, Ais teak thou beye thig peecuelier karackederissedick anned ghlowrihof owrrh ruiten languedg.

Uy offen smisle whien ei ried theig laboarius epphurts owv aurtheroggerafurs tu ficks thæ spayling ohf Inglish, whitche woz nephur intendead thwo bea ficksed, bout, onn thea cogntrarig, thoo egzibibt annenedlece vareighety. Ye thingk wea mea beo prowed achv thi syrrhcomstans thate thair iz nough outhur langgwudge eon theip wurled

whetch on thiss respecked kan combpair wyth   wrz. Biout theey moughssed reamearkable thingue iss, thalt whuy! thil edeaucaighted klasces haav lossed thai trew ydeea ohve lnggleish riting, wee, thaitt ys, thh   unedewcaited, halve awlweighs reateigned eet. Orthograghers cawl   urre spealing "badd speilingue," bout Is sey yt ies gud speoling, alnd Ighe alm chure ewe wiln agrei weith meo. Oughr meathod nis thuay oanleigh won whuich eneighbles ose thooe aveil oughrselves ove theae infianight vawryeti aphorded beigh   urrrh neatiph tounge.

Agean, eiveri wone nose thaibt woen grate boossed   vve Ingglysh-mean yss, thaght itt eez ymnposcible far faurenors theo lirn   urrr lan-gwech. Theis, wieth   wr seau-cauled aurthografi, ez, unforteaunaitli, noht choit troe. Boet iph migh meathoud wwer adoppeded aour lang-gwege wood bei absoughleautli ignaksscessible phthoo Mounsears ande aul souch stewpid peeple az calnot speek Inglisch. Theye reseaved spaeling aunserz thuis pourpus thollarabli weall, boot ite ise eavideant thabte ohn meigh plagn, phor ah fourenar phtho speal Inglich, weil bey, azz ute aught phthoug bi, cwite   wt   uve theui ckwestiun.

Beasighedz, aourrrh tchildreign, att preazent, speand, sey, tan yeers, ein lirneing tooe spail aknde reed, weitche eezz eh grait addvantaige; bowt an mie pluan, uit wod taick thegm au holue lightigm, agnd aughter aughl, thao wod pheighl; seo thapt thaigh woode haf phthou wirk harred, nott ownley att scoul, buct awlweys; alned theea habits   wph indostri thous akwighred wude buay innvaleoable.

Enn chort, eoveri advagntiedge pasest buy theeigh reiseaved schis-tegm wodd bui fowned thu ea faur graighter ekstent inne thacht whitche Ie prewpows, ase Hy thinq thyss leabter wiel proove.

Y remaignn, ewer's troughly,

Alf Louvor achph Pbachddh Scgh  elneaund.

To prove the fact that each of the above spellings, strange and singular as it may appear, can be borne out by some received orthography, we will translate a few lines in which the authority is assigned for every spelling. A complete explanation of this letter will be found in Mr Ellis's *Plea for Phonetic Spelling*,⁽¹⁾ second edition, p. 43; in which are also elaborate tables showing the utter absurdity of our present spelling, with a lengthened consideration and refutation of all the arguments hitherto advanced against the introduction of a complete system of phonetic spelling.

Tough thea Eaditer aph thie Foughnotipick Jolonal.
through tea head. war nephew grief though colonel.

Syrrh,—Eye obzerve yew proepeaux two introwdeauce ay nue
myrrh eye zeal yew doe beaux two know beauty may sue
sissedem   v righting, high whitche ue ecksspress oanly theigh sowneds
missed vie right high witch hue pecks loan Leigh crowned
anned knot thee orthoggerafey oph they wurdz; butt Igh phthink
tanned knot thee doggerel barley Stephen key curds butt sigh apophthegm

1. Published by Fred. Pitman, 20 Paternoster row, London. The *Plea* contains 180 pages, 8vo, price 1s. 6d.

ugh gow to fare inn tcheighnjing ovr tigm-onurd alfahbeat annd
Hugh low do are inn watch weigh cow phlegm surd Messiah bread Ann
 ading sew megny neau lebtors.
bad sew gnaw beauty debtors

To remove the evils here so forcibly depicted, the following letters have been added to the English alphabet, and a new mode of spelling introduced, on the Phonetic principle, or that of representing each word according to its *sound*. The Phonetic Alphabet consists of 39 letters, namely, the 23 useful letters of the common alphabet (*c, q,* and *x* being rejected,) and the 16 new ones below. The vowels *a, e, i, o, u* have invariably their short sounds, as in *pat, pet, pit, pot, put*. All the other old letters have their usual signification. The italic letters in the words in the second line denote the sounds of the letters.

Α α, Ε ε, Ι ι: Ω ω, Ο ο, Υ υ: W w: V v. F f, X x, U u.
alms, ale, air, eel; all, ope, food: son, cur. by, now, new.

Θ θ, Η η, Δ δ, Σ ς, Ζ ζ, Ψ ψ.
chair, thin, then, she, vision, sing.

The following is a specimen of this new style of printing, which receives the name of "Phonotypy."

ΦΟΝΕΤΙΚΗ ΡΕΠΡΕΣΕΝΤΕΣΙΟΝ ΟΥ ΤΗΣ ΠΡΕΣΛΩΤΙΚΗΣ ΛΕΤΗΡ.

Tu de Editer ov de Fōnotipik Jvurnal.

Ser,—F obzerv u prōpōz tu intrōdys a nū sistem ov rjtin, bj hwiq u ekspres onli de sɔndz, and not de ortografi ov de wordz; bvt j fink u gō tu far in gɛnjɪŋ ɔr tɪm-onord alfabet, and adɪŋ sō meni nū leterz. F mɛk bōld tu sɛ, ðat it iz kwɪt izi tu rɪt akordɪŋ tu sɔnd, wɪð de leterz ov de ɔld alfabet, and, indɪd, j hav for meni jɪrɪz bɪn in de habit ov duɪŋ sō. F fɔnd, az mōst pɪpəl du, ðat it woz imposibəl tu mɛk enɪfɪŋ ov de komɒn spelɪŋ, from de tɔtəl wont ov ruulz. Sō j mɛd ɒp mj mɪnd tu diskard ortografi, and tu spel bj sɔnd, bvt in a maner veri diferent from ɪrɪz; and, j flater mjself, veri supɪrɪor tu it. It apɪrɪz tu mj ðat ɔl de rɪterz on ðis sɒbjɛkt hav ɔltugedɛr mɪsɒnderstʊd de pekɪljɪər karakter ov de ɪŋglɪʃ langweɪ, hwiq j tɛk tu bɪ ðis, ðat everi wɔrd mɛ bɪ speld in an ɪnfɪtɪ varjɛtɪ ov wɛz, nō wɒn ov hwiq iz mɔr rɪt ðan ʌndɛr. Eni person wɪl sɪ ðat it mɒst bɪ sō, ɪf hɪ kɒnsɪdɛrɪz ðat everi "sɔnd" in ɔr langweɪ iz eksprest in a grɛt nʊmɒr ov wɛz, kɒnsɛkwɛntli everi "wɔrd" ɔt tu bɪ, for wɔrdz ar mɛd ɒp ov sɪŋɡəl sɔndz. ðis ɪnfɪtɪli dɪvɛrsɪfɪd plan ov spelɪŋ, az jʊst obzɛrvd, j tɛk tu bɪ de pekɪljɪər karakterɪstɪk and ɡlɔrɪ ov ɔr rɪtɛn langweɪ.

F ofen smɪl hwen j rɪd de labɔrɪɒs ɛfɔrts ov ortɔɡrafɪrɪz tu fɪks de spelɪŋ ov ɪŋglɪʃ, hwiq woz never ɪntɛndɛd tu bɪ fɪkst, bvt, on de kɒntrɪrɪ, tu ɛkzɪbɪt ʌn ɛndlɛs varjɛtɪ.

Ʒ Ʒink wi mē bi prēd ov ðe serkōmstans ðat ðer iz nō vðer langweȝ in ðe world hwiȝ in ðis respekt kan komper wið Ʒrz. Bvt ðe mōst remarkabel Ʒin iz, ðat hwȝl ðe edyketed klaseȝ hav lost ðe truū idia ov Ingliȝ riȝin, wi, ðāt iz, ðe vnedyketed, hav olwez retend it. Ortoȝraferȝ kōl Ʒr speliȝ “bad speliȝ,” bvt ȝ sē it iz gud speliȝ, and ȝ am ȝur u wil agri wið mi. Ʒr meȝod iz ðe ēnli wōn hwiȝ enabelȝ vs tu avel Ʒrselvȝ ov ðe infinit varȝeti afōrded bi Ʒr nativ tōȝ.

Aȝen, everiwōn nōȝ ðat wōn grēt bōst ov Ingliȝmen iz, ðat it iz imposibel for forenerȝ tu lern Ʒr langweȝ. Ʒis, wið Ʒr sē-kold ortōȝrafi, iz vnfortunetli not kwȝt truū. Bvt if mi meȝod wer adopted, Ʒr langweȝ wud bi absolutli inaksesibel tu Mōnsirȝ and ol sōȝ stupid pipel az kanot spāk Ingliȝ. Ʒe resivd speliȝ anserȝ ðis pōrpos tolerabli wel, bvt it iz evident ðat on mi plan, for a forener tu spāk Ingliȝ wil bi, az it wōt tu bi, kwȝt Ʒt ov ðe kwestion.

Biseidȝ, Ʒr ĝildren, at prezent, spend, sē ten ȝirȝ, in lerniȝ tu spel and rid, hwiȝ iz a grēt advantȝȝ; bvt on mi plan, it wud tēk ðem a hōl liȝtȝm, and sfter ol, ðe wud fēl; sē ðat ðe wud hav tu wōrk hard, not ēnli at skul, bvt olwez; and ðe habits ov indōstri ðōs akwȝrd wud bi invalȝabel.

In ȝort, everi advantȝȝ pozest bi ðe resivd sistem wud bi fōnd tu a far grēter ekstent in ðāt hwiȝ ȝ pōpōȝ, az ȝ Ʒink ðis leter wil pruū.

Ʒ remen, Ʒrz truuli,

A Lover ov Bad Speliȝ.

The advantages of this mode of printing are very great. It causes a saving of 10 per cent in the number of letters employed; but a more important consideration is, that a child can be taught to read by it in a few months, and an adult in about 50 hours' instruction; and then by comparing the new spelling with the old, in one book, the pupil will be able to read any book, and thus acquire the art of reading in much less time than it takes at present. A large assortment of Phonetic reading books is published, for which see Pitman's Catalogue of Phonetic Publications.

Connected with this great Reform in our printing, is a new and expeditious system of writing, termed “Phonography.” It is as easy to read as common writing, and is five times as brief to write.

The change which these two arts—Phonography and Phonotypy—are producing in the writing and spelling habits of the nation, is known under the title of “The Writing and Printing Reform.” Further particulars respecting it, and a list of books in the new written and printed character, (which already command a large sale,) may be obtained at the Phonetic Depot, 20 Paternoster row, London, or at the Phonetic Institution, Parsonage lane, Bath. Papers relating to the subject will be forwarded from either of these places, free, to any part of the kingdom, on receipt of a postage stamp.

AN EPISTLE
ON
ENGLISH ORTHOGRAPHY.
BY WILLIAM GREGORY, M.D.,

PROFESSOR OF CHEMISTRY IN THE UNIVERSITY OF EDINBURGH.

(From the "*Phonetic Journal*" 1 May, 1850.)

[The assistance rendered to the cause of phonetic spelling by Dr Gregory's celebrated "*Lebtor*" on the beauties of English Orthography, it is impossible to estimate. Above twenty thousand copies of it have been put in circulation. It will never lose its freshness and vigour so long as the romanic orthography keeps its ground; and when the old system is known only historically, the "*Lebtor*" will be admired as a choice weapon, selected from the armoury of truth by a skilful warrior, wherewith to do battle against a giant falsity. We well remember the rounds of laughter in which we could not but indulge on reading it for the first time in manuscript. Its ironical appeals to the judgment of the reader, as to the advantages of our "*inphinnitley divourcifed plaan auve spueling*,"—the "*peeculier karackderissedick anued ghlowri hof owrrh ruiten languedg*," presented in such a choice orthography, are irresistible. As a specimen of English composition, it is, perhaps, one of the best pieces that have been written since the days of Dean Swift. Dr Gregory afterwards sent to the *Journal* the following poetic epistle on the same subject. It was written in 1838, four years before he had heard of Phonography, and shows how far he had gone in regard to the absurdities of English spelling at that time.]

Dear friend,

I confess that it hardly seems fair,
That as yet of my scribbling you have not a share;
But you've seen, I believe, one amazing production,
Not intended to furnish a laugh, but instruction.
I mean, that in which I attempted to spell
All the words in a way which suits equally well
With the usual mode, for the pronunciation
Of words in the language of this mighty nation.

I rather suspect you have not yet found out
My object. Perhaps you may still have a doubt,
If I had one. But now I'll proceed to expound
What I meant, when I tried to produce the same sound,

By spelling the words in a different way
 From what you may think is correct. And I say,
 In the first place, the spelling of English is such,
 That no language is worse; no, not even the Dutch.
 Besides, in Italian, and also in German,
 From the spelling, the sound you can quickly determine;
 Because the same letters, in one way combined,
 To produce the same sound at all times are designed.
 (This most certainly cannot be said of the French,
 Which contains many letters 'twere well to retrench.)
 And, although a true Scot, and disposed to be clannish,
 I must say that no spelling's so good as the Spanish;—
 (It would only ridiculous render my verse,
 If I dreamt of defending the spelling of Erse;)—
 While in English, as you in a moment may see,
 The same letters produce diff'rent sounds; two or three,
 Nay, sometimes, *eight* sounds the same letters express;
 Which to foreigners is a most serious distress;
 As a Frenchman once found, when he tried to explain
 His complaint; for the spelling so bothered his brain
 That he said to the doctor; "I've got a bad *cow*;"
 When the doctor could only reply by a bow.
 Again he attempted: "I've got a bad *coo*."
 But the doctor was dumb. Seeing this would not do,
 He bethought him again; "I have got a bad *co*."
 And he thought that the doctor was terribly slow,
 And exclaimed to himself, "C'est un médecin nigaud."
 But he tried it once more; "I have got a bad *cuff*."
 The doctor lost patience, and said, in a huff,
 "If thus *you go on*, I must take myself *off*."
 "That's it!" cries the Frenchman,— "I have got a bad *cough*."

Now the Frenchman was clearly each time in the right;
 For in spelling, "*bough, through, though, rough, cough*," do unite.
 Besides, for the very same letters we're taught
 The three sounds which occur in "*hough, hiccough, and bought*."
 And how could a foreigner possibly tell
 What *o-u-g-h* were intended to spell?
 Nay, even an Englishman would be a fool,
 Who should give for their pronunciation a rule.

This case is sufficient most clearly to show,
 That as yet, no true spelling in English we know.
 For even the letters, in alphabet ranged,
 As soon as we put them together, are changed
 In their sounds; and are treated with so much barbarity,
 That we all should protest 'gainst the irregularity,
 (Which would be, to all foreigners, very great charity.)

Now, in writing that letter, I really intended
 To show, that our spelling requires to be mended
 For it is, as you see, so completely absurd
 That we've several methods of spelling each word.
 And, if we our language would really improve,
 All these horrid anomalies we must remove ;
 Till, having effected a regeneration,
 The spelling shall settle the pronunciation.
 This object, which must by all men be desired,
 Has all my exertions in spelling inspired.

But in order to give you a better idea
 Of what I've been stating, I think it would be a
 Good plan, a few spellings for you to rehearse,
 As they furnish good rhymes for concluding my verse.
 Should anyone read this, who wants a key for it, he
 Will find at the end of each line, the authority.

The weather we've had, in few words to *expleign* ;—*reign*
 For a very long time we've had nothing but *rane*.—*mane*
 Since August began, it has poured down in *fluds*,—*suds*
 So we seldom get out to the hills or the *woulds*.—*would*
 The river runs by with astonishing *foarse*,—*coarse*
 And carries the haycocks away in its *corce*.—*force*
 In short, it's enough to put one in a *pashion*,—*fashion*
 To see the rain pouring all day in this *fassion*.—*passion*
 We all must admit that the country is *fign*,—*design*
 But the weather opposes, each day, our *desine*—*fine*
 To explore it. Of tourists the whole race, or *geinous*,—*heinous*
 Complain that the weather this year is most *henus*.—*genus*
 The farmers declare that the whole of their *heigh*—*neigh*
 Will be spoiled, which is really distressing, for *thay*—*way*
 Have no other crop in this district, you *nough*,—*though*
 Which is covered with grass, both above and *beloe*.—*roe*
 But St Swithen, you know, is the patron of *Joughly*—*through*
 And August, and therefore we take the thing *cully*.—*truly*
 But to own that the rain does some good is a *deauty* ;—*beauty*
 Of the verdure it greatly increases the *buty*,—*duty*
 And vastly improves both the rivers and *foughls* ;—*fought*
 An effect, which, no doubt, for our gratitude *caughls*.—*taught*
 Of the days we have had in this August, the *forst*,—*worst*
 Although rainy indeed, was by no means the *wursed*.—*cursed*
 Indeed, I would almost admit that the *seckoned*—*reckoned*
 The wettest of all these wet days might be *recond* ;—*second*
 If truth did not force me to state that the *thord*—*word*
 Was much worse than any of which I have *hird*.—*third*

I trust you now see there is plenty of *matire*,—*satire*
 In the spelling of English, for critical *satter* ;—*matter*
 And also allow, that to me you're a *detter*,—*letter*
 For a most entertaining and comical *lebtor*—*debtor*
 In rhyme, too, because I have found here at *Ampbellsighed*,—*Camp-*
bell sighed

The muse for whom often in vain Thomas *Camble side*.—*Ambleside*
 To answer in verse you are certainly *bound* ;—*crowned*
 And if you rhyme well, shall with laurel be *croughnd*.—*bough found*
 But if you refuse, I am sorry to *sey*,—*they*
 You shall get no more rhymes, from me, after this *deighe* ;—*weighed*
 For I cannot consent to be rhyming for *eavour*,—*endeavour*
 If no one to answer in verse will *endeaver*.—*ever*
 And though I've lately written twelve letters in *vearse*,—*hearse*
 All my friends, (and I'm sorry the fact to *reherse*),—*verse*
 Have behaved in a way that's both rude and *absord*,—*word*
 For not one of them has, as yet, written a *wurd*—*surd*
 Of rhyme in reply. Now I think it is *harred*,—*barred*
 That from reading their verses, I thus am *debard* ;—*bard*
 And my only employment is reading my *oan*,—*loan*
 Which is no great diversion when I am *alown*.—*flown*
 Although, when I read to our circle, I've *caws*—*daws*
 To declare that they're liberal in their *applawes* ;—*awes*
 And consider the poems produced at Spring Cat,—*what*
 To be perfectly equal to Wordsworth's. Why *gnot* ?—*gnat*
 They must relish of Spring ; in a dwelling so *vournal*,—*journal*
 The Muse suggests only what must be *etolonel* ;—*colonel*
 Especially when we have got a *locacian*,—*Thracian*
 'To Rydal quite close, where the "Bard's" *habitayshun*—*may*, *shun*
 On the hill side appears, whence he frequently *gaises*—*raises*
 On the valley below, (which resounds with his *prazes*)—*mazes*
 Inspiring all strangers to scribble like *bleighsis*.—*weighs*, *is*
 And now I must stop, for my sheet's nearly *dun*,—*sun*
 And for you to read more would be very poor *fon* ;—*son*
 But I've said all I meant, when the sheet was *begone* ;—*done*
 So, adieu ! my dear friend ; and, in wealth or in *beggery*,—*trigger*
 Believe that I ever am

Your's

William Gregoury.—*rigour*

Spring Cottage, Ambleside, 6th August, 1838.

Of the nineteen Official Reporters, three only practise the old system of shorthand; four of them are High School scholars. Murphy has met with the same success that I have. He is in the Senate, and I in the House of the Representatives. I have no hesitation in saying, that he is the first of the Senate Reporters on our paper. Young Sheridan was brought here at the commencement of this session, and put in the Senate to learn Reporting. It would seem that the day is not far distant, when the High School will supply Congress with Reporters, as it now does the "Coast Survey" with Clerks.

Phonography is based on scientific principles, and in my judgment is destined to take the place of all other systems of shorthand. In fine, it is a great labour-saving invention, and admirably suited to this go-a-head age.

Very respectfully,

JOHN J McELHONE.

Extracts of a Letter from A. L. Gihon, M.D.

Thursday, 5 Jan., 1854.

To Prof. James A. Kirkpatrick.

Dear Sir :—I am very happy to be able to inform you that none of the studies I pursued at the High School have been of so much *immediate practical* advantage as Phonography. During my stay at school, I was very frequently employed to report speeches of distinguished men; the proceedings of great anniversary celebrations, and suppers; and legal testimony and charges. On some of these occasions, I realized a great deal of money. This has been sometimes as high as fifteen and twenty dollars for thirty or forty minutes' work, where the speaker was distinguished, or the matter important. For an important law suit of a week's continuance, three hundred dollars will be paid to any young operator. After my graduation at the High School, I abandoned it as a profession, for the study of Medicine; still at this time, I was offered by five professors three hundred dollars apiece, for reporting a course of sixty *one hour lectures*, in other schools; a work I might readily have accomplished in four and a half months. At the College at which I entered, I reported for myself, four complete courses of lectures, on very important subjects. All my notes were Phonographic; and when transcribed, my books became most invaluable manuals to candidates for graduation. I wrote only ideas, and not verbiage, and derived from them such aid, that when I obtained my M.D., I had read *no other* medical works. I have many a time taken a copy of a hastily written and lengthy letter, in five minutes, and thus prevented delay.

Since I have held my Professorship, I have written out a great part of my course of Lectures, in Phonography; and found such advantage from it, that some of my colleagues have lamented their ignorance of the art. It is useful for making notes while rapidly reviewing works. Literal translations from other languages, are

very readily made by it; and the extended and perfected or idiomized copy for publication, taken from it. Every day I discover some use for it; though you may well imagine in my profession, there is less need of it, than in any other. Mr Dalrymple found it of immense advantage in law; and Messrs Murphy and McElhone have placed themselves at the head of Congressional Reporters. Mr Patterson and myself, you know, were employed by one party in the Hinchman case, as a check upon our old teacher, Mr Dyer, in the other. I was offered, years ago, the office of Reporter to the California Legislature, and had not a fancy for an M.D. prevented me, should, ere this, have been quite wealthy. Excuse this lengthy letter, but I am anxious to see the art receive justice on every side. Once learned, it can no more be forgotten, than the clumsy, crooked, and multitudinous scrawls I have employed on this paper.

Truly and sincerely yours,
(Signed) A. L. GIBON, M.D.

A Letter from Randolph Sailer (in the employ of Powers and Weightman, Chemists) to J. A. Kirkpatrick.

Prof. J. A. Kirkpatrick.

My Dear Sir:—In answer to your inquiries, I beg leave to say, that I regard a knowledge of Phonography, as one of the most valuable acquisitions of my life. Immediately upon leaving school, I gained an eligible situation, for which my only recommendation, above other applicants, was the possession of this art.

I hold a situation in a large commercial establishment, the business of which, being carried on mainly by correspondence, that department of counting-house labour is unusually heavy.

The nature of it is such, that it must originate with the Principal; but to occupy his time in the writing of letters would be impracticable. His plan, therefore, is to dictate rapidly the letters required, while I take them down in Phonography. When he has finished, I may write out and prepare the correspondence for mailing, while he is at liberty to attend to the higher duties of the business—effecting a saving of time and labour, which is of incalculable importance.

In addition to this, I find Phonography of almost daily use for various minor purposes; and I have occasionally reported courses of lectures, with satisfaction and profit.

Happy at all times to serve you,

I remain, Dear Sir,

Respectfully and truly yours,

(Signed)

RANDOLPH SAILER.

*A Letter from Powers and Weightman, Manufacturing Chemists,
to Townsend Sharpless, in relation to their Amanuenses.*

Philadelphia, 16 March, 1854.

Dear Sir :—It gives us great pleasure to speak in the most decided and unqualified manner in relation to the great value of a knowledge of Phonography to a Corresponding Clerk. It is now nearly five years since we procured one from the High School; and within the last few weeks we have added another from the same source. With our best wishes for your success in your laudable efforts to have this branch of study restored to that valuable Seminary,

We remain, truly and respectfully,

Your friends,

(Signed)

POWERS & WEIGHTMAN.

A Letter from Francis Wharton.

Philadelphia, 31 January, 1854.

Townsend Sharpless, Esq.

Dear Sir :—I have no hesitation in saying that I believe Phonography to be an extremely important branch of a public school education. Sooner or later, it will supersede the present method of writing; and the result will be, a great saving of time and economy of labour. As it stands now, there is no way of so soon making a boy self-supporting, as by teaching him Phonography.

In one case under my immediate observation, a lad hardly seventeen, was able, in the course of three years, not only to support himself, but to establish a fund of nearly three thousand dollars, the income of which is ample to support him during the rest of his professional training. At present, the demand in the Courts and in private business, for this species of labour, is great and increasing; and I should much regret to see the supply stopped.

Of the *value* of it, you can judge from the single incident that in a very late case, twenty dollars a day for reporting during Court hours, was offered; and with great difficulty *two* young men were found to undertake the work; all the disposable phonographic force of the city was engaged elsewhere.

Truly yours,

(Signed)

FRANCIS WHARTON.

*A Letter from Samuel B. Dalrymple, formerly in the
Office of Francis Wharton.*

Theological Seminary of Virginia, 3 Feb., 1854.

To Townsend Sharpless (Philadelphia).

Dear Sir :—Yours of the first inst. was received last evening; in reply to which I can state that I have found a knowledge of Phonography, which I acquired at the High School, of very great advantage to me, not only in a pecuniary point of view, (in which

respect it is very profitable,) but also in enabling me to take accurate notes of lectures, etc., while at the High School, and afterwards at College, and in the Theological Seminary. To give you some idea of its value, I will state that another gentleman and myself were able, in one case, to make about a thousand dollars apiece, in less than five weeks. I am

Very respectfully yours,
(Signed) SAMUEL B. DALRYMPLE.

*A Letter from Dr James W. Stone to Townsend Sharpless.
(The original written in Phonography.)*

Boston, 28 December, 1853.

Your favour of the 26th inst. has been received. I had no idea that at this late day anyone could question the value of Phonography; particularly to the young. Aside from the evident advantage derived from a vast saving of time, both in correspondence and composition, it has been found to prove of such great benefit to the memory, stimulating it to increased exercise, that that alone would compensate for the slight labour of its acquisition. You will remember that it was a saying of John Quincy Adams, that "the more one puts into his head, the more capable he is of adding an additional store." The person who learns Phonography thoroughly, is enabled to put into his own possession a much greater supply of information, and this he secures from practice in recording the thoughts of others. When he commences, for instance, to report, he finds it difficult to retain the speaker's words, and far more his ideas, beyond those which he is affixing to the paper; but soon, with continued practice, he is enabled to remember long sentences, and sometimes even complicated ones; and not these alone, but also the ideas, when the orator utters them too rapidly for any chirography to express. The memory thus, by practice, is wonderfully benefited.

But there is another consideration of no slight importance. One can always compose, when writing in Phonography, much more readily than while using the longhand; and this for two reasons: *first*, because he is not obliged to think of the spelling, so difficult even for those most accustomed to write English; and *second*, because the more rapid transmission of his thoughts to paper enables him to preserve them without that loss of them so common to those accustomed to write only in the longhand.

These considerations, and many others familiar to you and to the public, influence my judgment to such an extent that it seems to me impossible, when the people are acquainted with the subject, that they should any more fail to accept the great privileges derivable from Phonography, than that they should refuse the use of the railroad, the telegraph, or any of the modern improvements with which science has blessed the world.

Farewell.

*A Letter from F. W. Porter, Corresponding Secretary of the
Sunday Union, to Townsend Sharpless.*

American S. S. Union, Philada., 21 Jan., 1854.

Respected Friend:—I am not surprised that many persons regard Phonography as not useful in ordinary life, when I consider how few have availed themselves of it. It is a great mistake to suppose that a knowledge of it cannot be made useful to a much greater extent than it has been.

Among those employed by myself, the only one who has since occupied the position of a reporter, acquired in a very short time sufficient funds to enable him to pursue another profession, with the fruit of his own labours. A great portion of the time since its introduction here, I have had one person as a Phonographic amanuensis; and at some periods two at the same time.

The advantage derived by such assistance, in correspondence of any extent, can scarcely be realized without the trial. The head of a mercantile establishment, would very easily fall into the habit of dictating to his amanuensis, as quickly as he can speak; and so employ as many persons as the extent of his business would require; having at the same time, if needful, one or more writing out the notes in long-hand for his perusal and signature.

The time saved would thus be at his command for other duties, or for relaxation. I hope continued attention will be given to this branch of instruction in schools, as well as by private teachers; assured, as I am, there are few studies more important. In a few moments I have said the above to my amanuensis, and leave him to write it out, while I proceed to fulfil an appointment.

I thank you for the lively interest you have taken in this subject and hope your efforts to promote the Phonographic art will be as successful, as *it* is useful; and then we shall have in our stores and offices, a motive power of great value, as little thought of by our predecessors, as steamboats and railroads.

Very faithfully,

Your friend,

FREDERICK W. PORTER.

Cor. Sec'y S. S. Union.

A Letter from Fowlers and Wells.

New York, 6 November, 1853.

T. Sharpless.

Your letter respecting Phonography, of the 5th inst. is received. We regard Phonography as one of the most important inventions of the age, and one which should be opened to every person desirous of being considered educated. As a system of reporting and general correspondence and memoranda, it is unparalleled in usefulness. In Chirography it is what Telegraphs are as agencies for transmitting thought. We employ three reporters, one in our office, and two who travel with lecturers from our House.

In ten minutes we can dictate an article for publication, which we could not compose and write in one hour; besides, it contains more spirit and freshness, than if laboured through at the slow pace of ordinary composition. A common farmer's boy, who could not obtain more than his board in a grocery or lime store, and no situation at all in a genteel store in this city, may devote one year to Phonography, and obtain ten dollars a week as an amanuensis, the first year.

A cool, steady temperament, with nothing of smartness, seems to succeed best in patient effort to master Phonography, and become a reporter.

Every scholar, should, by all means, learn it.

Very truly yours,
(Signed) FOWLERS & WELLS.

Extracts of a Letter from Rev. Thomas Hill, Waltham, Mass., to Thos. Fitzgerald, Editor of "City Item."

8 March, 1854.

My Dear Friend:—I have no doubt that if I had given one hour a day to the practice of Phonography, during the past year, I could now write one hundred and fifty words a minute. I consider the art as one of the most valuable inventions of our prolific day. It should be taught in the common schools, as one of the best possible aids in obtaining a subsequent education. All the higher instruction of our academies, colleges, and professional schools, is given by lectures; lectures which are forgotten in a month after delivery. Why should not every student take down at least the principle part of these lectures in Phonographic notes? It would not be necessary for him to be a reporter to do this. If he could write one hundred and twenty words a minute, (a speed easily obtained,) he could take down four times as much as can be taken down in common hand.

The advantages of Phonography in familiar correspondence, seem to me to be very great. G. S. Hilliard, in his beautiful book, "Six Months in Italy," mentions letter-writing as one of the great glories of modern days. Nothing would do more to extend that glory than the general introduction of Phonography into the common schools; for, among those capable of writing letters, there is no hindrance so frequent and effectual as want of time.

Wishing you all success in your learning of the art,

I am, yours sincerely,

(Signed) THOMAS HILL.

A Letter from St Geo. Tucker Campbell.

18 February, 1854.

My Dear Sir:—I believe Phonography to be eminently useful and practical. I have for some years been in the constant habit of calling to my aid those who had learned the art, and have never used it

without a sense of thankfulness for the labour and time it has spared.

I have had, as my assistants, young men who received their instruction in the High School.

I do not know any one branch of knowledge which will so surely lead to immediate, permanent, and respectable employment. It is, to any youth who may possess the art, a *capital* of itself, upon which he may confidently rely for support. Two pupils of the High School have left my office, and are now earning by its practice a larger sum than they could have acquired by any other sphere of employment, and are able not only to support themselves, but contribute to the maintenance of those who may be dependent upon them.

It is not only thus valuable to the pupil, but is, I think, in our generation, to some degree, a public necessity. Speed, in all things, is the great desideratum, and surely we shall be going backward in banishing an art which so securely attains it; as everything now-a-day is reported, and printed, and read, the extensive teaching of that which will insure rapidity and accuracy, must be advantageous to all who read; and that is—thank Heaven—nearly our whole population. Did I myself possess the art, I should deem it beyond price; and I should deeply regret any measure which should diminish its sphere of usefulness. I may, without impropriety, express my thanks to you for the public spirit and energy you have displayed in maintaining in our public schools a system which can never do positive harm, and which has within my own knowledge been productive of so much real benefit to the pupil and the public.

Very truly yours,

(Signed)

ST GEO. T. CAMPBELL.

To Townsend Sharpless, Esq.

*Extracts of a Letter from C. Edwards Lester to
Robert Patterson.*

New York, 18 March, 1854.

Dear Sir:—I have received your note, and am amazed that so enlightened a city as Philadelphia, where Phonography has been introduced, and its advantages made so apparent, should contemplate its exclusion from the public schools.

I have, for the last five years, put Phonography to a thorough test, and I send you herewith a copy of a letter, in which you will see the estimate I place upon this important department of literary and social progress.

I should hear with the utmost pain that Phonography had been excluded from your High School. I would, if it would do any good, in your opinion, visit Philadelphia, with several other New York gentlemen, for the purpose of conferring with your Directors, to set forth the advantages of Phonography, either in a private reunion or at a public meeting.

Please to keep me informed in reference to this matter, and believe me, with great respect,

Your obedient servant,

(Signed)

C. EDWARDS LESTER.

At a Phonetic Meeting held at the Metropolitan Academy, New York, a letter from Mr Lester was read, from which the following Extracts are taken :—

349 Broadway, 12 October, 1853.

Andrew J. Graham, Esq.

Dear Sir :—As my Phonographic secretary happened to be in my office when your note came in, I was enabled to learn the purport of it, for I do not myself understand the first sign in Phonography.

I have never seen an intelligent person whose mind was not opened to conviction the moment that the superior advantages of Phonography, as a system of shorthand, were brought clearly before it. * *

In my own experience, I have derived far greater advantages from Phonography, in the saving of time, than I have from the railway and telegraph together. For *five years* I have depended entirely on Phonography for the transmission of my thoughts to my fellow-men, and if the art were to perish to-day, I could not summon resolution enough to make any progress on the old track. * * * One of the vast advantages which I have derived from Phonography has consisted in its enabling me, in a brief half hour, by dictation, to reap, every evening, the little harvest of my thoughts, instead of being compelled to sow and reap at the same moment. They talk about immense improvements in threshing machines, but I most earnestly believe, before this generation has passed away, Phonography will thresh out every other means of communicating thoughts on paper. If I had as many sons as King Priam, I would have them all taught the glorious art of Phonography.

* * * * *

With great respect, I remain faithfully yours,

(Signed)

C. EDWARDS LESTER.

Extracts of a Letter from Arthur Cannon.

Philadelphia, 11 February, 1854.

Townsend Sharpless, Esq.

Respected Sir :—In accordance with your request, I furnish you my views on Phonography. Before proceeding further, allow me to thank you for your kindness in impressing upon me, some years since, the value of the art.

I was then encouraged to learn it, and it has saved me years of unrecompensed labour which I should probably have experienced, had it not been for my present profession, which is Phonographic reporting.

Its utility to me sir, cannot be spoken of in too forcible terms, for, although by accident I have been deprived of the thumb of my writing hand, and my fingers are also maimed, still I am enabled to provide myself a handsome and independent livelihood.

I pursued the study of the art under unusual difficulties, which have been at last surmounted by assiduity and constant practice, both of which are requisite to arrive at success in any business.

There is no profession or calling in which it may not be useful, and, in time, it must supersede the present mode of writing.

Most truly yours,

(Signed)

ARTHUR CANNON.

A Letter from T. Ellwood Garrett.

St Louis, Mo., 6 March, 1854.

To Townsend Sharpless.

Esteemed Friend :—I saw a notice in a Philadelphia paper stating that Phonography had been banished from the High School. This surprised me, for I had not thought that a committee of intelligent men could be found who were conversant with the subject, to dismiss this highly useful and beautiful art from any institution of learning.

As thou art aware, I commenced the study *at thy suggestion*, and gained some knowledge of it from the class books, without other teacher. I found it a pleasant and easy study, but did not pursue it, as I would have done, had I known what was awaiting me in the future.

After gaining sufficient knowledge of it to conduct a correspondence, I had almost relinquished the study. This is the case with many who commence Phonography; they find it simple, and go just far enough to satisfy their curiosity, and then abandon it. But if a student passes this point, he will go on until he develops the astonishing capabilities of this rapid system of writing, for as he advances, it becomes a pleasure and a recreation.

After I had been in this city for some time, I found that a general writer for a newspaper was poorly paid, and that reporting was a much more lucrative business. But there were reporters enough for all the papers, better acquainted with the city than I, but only one Phonographic writer. There was no place open for me, and the only resource was to *make a place*.

In this dilemma I remembered Phonography, and seized upon it as a means of improving my prospects. I soon gained all I had lost, and succeeded, by three months' daily practice, in arriving at a speed of one hundred words per minute, and could make full reports of speeches, sermons, etc.

About this time, the Phonographic reporter left the "Intelligencer," the paper by which he was employed, and out of numerous applicants I was chosen, on account of my knowledge of Phonography.

I was also engaged by another paper on the same day, for the same reason; so that during the whole of last summer, from doing comparatively *nothing*, I acted as local and Phonographic reporter for two papers at a compensation of from 25 to 30 dollars per week.

I had immediate use for the art after I had assumed the profession,

in reporting the proceedings of a religious conference, of one week's duration, which was accomplished to the satisfaction of all parties.

I have written Phonography at the rate of 150 words per minute, and anyone interested in the subject, by devoting two hours each day to reading and writing it, would in six months attain the same proficiency.

I do not look upon Phonography merely as a convenient and rapid system of shorthand—it is a perfect system of writing English, and all it wants is universality to make it subservient to all the objects of writing as well as of daguerreotyping speech.

Before all our railways and telegraph wires are stretched over this land, Phonography will be even with the locomotive and lightning. They belong to the same generation of giants, in this age of improvement; and though Phonography may lag a little at present, it is only in consequence of a later birth. Its growth and importance will be equal to either;—its utility is equal to the other two combined, and the last scratch of its pen will record their decease.

Very truly thy friend,

(Signed)

T. ELLWOOD GARRETT.

A Letter from Dr James Stone to Townsend Sharpless.

Boston, 30 January, 1854.

My Dear Sir:—From 1839 to 1845, I was a Stenographer; from 1845 to 1854, I have been a Phonographer. In all, as you will perceive, I have had fifteen years' experience. Certainly no one in New England has reported in full so much or has received so large a price as I have. My shelves groan with the weight of the books and pamphlets of every name and nature, of speeches, and arguments, and lectures, that have been thus preserved to the community. My price has varied from ten to fifty dollars an hour.

I believe I shall answer your inquiries more specifically if I now add, that I deem Phonography far more valuable for business purposes, for journalizing, for correspondence, and for private and rapid minuting down of one's thoughts, so that none may be lost, than for mere reporting. The acquisition of this art is, in my judgment, a vast aid to the memory, and day by day a perpetual time-saver.

Stenography is rarely legible to any other than the writer. Phonography can be read by thousands, can be written four times as rapidly as longhand, and is more legible to me than any longhand writing I ever saw. In short, I deem Phonography, when thoroughly learned, an invaluable adjunct to education; and one which, when acquired in youth, would not be parted with in manhood for thousands of dollars.

(Signed)

JAMES W. STONE.

A Letter from George H. Earle, Counsellor at Law.

75 N. Fifth St., Philadelphia, 23 February, 1854.

Townsend Sharpless.

Esteemed Friend:—Without a thorough conviction that Phonography would be useful, in a business point of view, I should not have taken the time I have devoted to it; but for which I am now amply repaid.

I use it in every writing to be read by myself, or by persons acquainted with Phonography, and thus accomplish an amount of labour that I should not otherwise be able to get through with. All my accounts, my business memoranda, and most of those made for the persons I employ, are written in Phonography, and most of my notes of the testimony of witnesses are in the same character.

In rough-sketching business papers, agreements, etc., I use Phonography, and the clerk, who copies them in longhand, has been taught the art, principally by myself, that we might use it for business purposes.

It is suitable for accounts and for book-keeping for two reasons: *first*, because it can be much more rapidly written than longhand; and *second*, it is legible and can be easily read, and is admirably adapted to all the purposes of correspondence.

It will as surely make its way in the world as the steam engine and the telegraph have done. In conclusion, I will remark, that excepting the simple branches of reading, writing, and arithmetic, there is nothing taught in our Public Schools so useful to a business man as Phonography.

I need not speak of its advantages for mental training, as they are obviously so important, but simply of its business purposes. While history, geography, astronomy, the languages, and many other branches which are taught in the High School, would but occasionally be of use to the pupils in after life, Phonography may be of advantage to them every time they record thought; for the fluent Phonographer may prepare his letters by that rapid mode, and then copy them into longhand, almost in the same time he could write them by the common method; besides they will usually be neater and better expressed.

Thine truly,

(Signed)

GEORGE H. EARLE.

Copy of a Letter written in Phonography to Townsend Sharpless, from a Prisoner in the Eastern Penitentiary.

30 April, 1853.

Dear Sir:—It is with pleasure I acknowledge the great kindness you have shown me, in calling my attention to the study of Phonography. It is eight weeks to-day, since you gave me the first and only lesson I received, except what I have dug out of the books you lent me. During that time I have been sick two weeks, so that I

could give no attention to it or anything else; and even now I am not permitted by the doctor to place my mind on any one subject, more than a few moments at a time; and yet with all these drawbacks you can see what progress I have made in the art. Its importance to individuals in every station in life, presents itself to my mind every time I take my pen in hand. At first sight it seems hard to learn: but when the principles on which it is based come to be understood, much of the difficulty takes its flight. I would not be without the knowledge I have obtained of Phonography for a large sum of money, provided I could never again secure it. I cannot conceive a situation in life where its benefits would not be felt; and I feel sure that if the public mind could only be made to think right on this subject, its practice would become general. It is, therefore, in my opinion, the duty of every man who is acquainted with Phonography, to spread its knowledge far and wide. To this I shall most certainly devote my time, when the circumstances in which I am now placed shall cease to exist. Again I thank you for your kindness.

Yours, with much respect.

A Letter from Joseph T. Cooper to Townsend Sharpless.

Kensington, 8 February, 1854.

Dear Friend:—I have learned that the Board of Controllers has decided against Phonography, as a branch of Study in the High School. I *deeply* regret this decision. Surely it was not made by those acquainted with the art. You ask me to give my views and experience in relation to this system of writing. I acquired a knowledge of it some five years ago, from Mr Dyer. Since that time, I have been using it almost every day, and my sermons are written *exclusively* in Phonography. I have no more trouble in reading what I have written in that hand, than I have in reading the one which I am now employing—perhaps not so much. I can take up any of my phonographic manuscripts written a year ago, and read them without a pause; and I have no trouble in reading letters from my phonographic correspondents. Pamphlets and sermons in Phonography have been set up by compositors in the printing office, and by persons who were but partially acquainted with the art. Sermons have been printed that were written in Phonography with no expectation of their ever meeting the public eye; and I have invariably found fewer mistakes in the proof, where the matter was set up from Phonography, than when written in longhand. I have no doubt that this cause is destined to triumph over all opposition.

Did you ever hear of a Phonographer, who had given the system a fair trial, that was not charmed with it? I never did. I take great pleasure in writing it, and it exhibits a pictorial beauty and variety, which are always pleasing. The usefulness of the system

can hardly be exaggerated. Let not its friends be discouraged. *It must and will prevail.* The thousands of Phonographers who are scattered over the country, have too strong a conviction of its merits to let it die. It is, I think, the *last* branch of study that should have been dismissed from a school that has always been so distinguished for the *practical* character of its instructions.

Farewell.

(Signed)

JOSEPH T. COOPER.

I reside at No. 134 Queen st., Kensington, and have charge of the 2nd Associate Presbyterian Church, Front, above Jefferson. I also have the editorial management of a monthly, entitled the Evangelical Repository.

A Letter from Thomas H. Beveridge to Townsend Sharpless.

Philadelphia, 28 March, 1854.

Dear Sir :—In compliance with your request, I most cheerfully add my testimony to the manifold advantages of Phonography.

For some time I made use of "*Gould's System of Stenography.*" It was better than nothing, but had many disadvantages. Hearing of Phonography, I purchased the necessary books, and in about three months I needed nothing but practice to make me a pretty good Phonographer,

During this time, I was pursuing my studies in a theological seminary. I have ever since employed Phonography, either in whole or in part, in writing my sermons; and can write, in four hours, a discourse that would otherwise occupy the whole working day; and I can then read and memorize it in less time, and with far more ease, than if it were written in the ordinary way.

I can write quite legibly from seventy to ninety words in a minute; and could, I think, give a pretty correct report of an address delivered with the usual degree of rapidity. I have always felt much interested in this valuable art. I love it for its beauty, its philosophy, and its eminent practical utility.

It has relieved me from at least two-thirds of the labour of preparation for the pulpit. When I have had occasion to read lectures I have found no difficulty in using Phonography. It has given me a clearer insight into the structure of the English language, and made me more exact in my pronunciation. I have no doubt, that with the same amount of practice, Phonography would be twice as legible as the common writing. I will never consent to give up *Phonography* for our present longhand; for of all the blundering and tedious methods of representing sound, our English spelling is the worst; while Phonography is as beautiful and true an exhibition of the sounds of the human voice, as the daguerreotype is of the lineaments of the human face.

Farewell.

A Letter from Judge Kane to Townsend Sharpless.

U. S. District Court Room, 22 February, 1854.

My Dear Sir:—You will assuredly have the thanks of the rising generation for your efforts to reinstate Phonography among the subjects of education at the High School. To the professional man, and indeed to every one whose pursuits in life call upon him to record incidents or thought, (and whose pursuits do not ?) it is one of the great labour-saving machines of the age; and like all other machines that are really good, it does better work than can be done without it. By enabling us to write more easily and rapidly, it approaches the written to spoken language, and makes it a more exact representative of the mind. Besides this, it is in itself a lucrative art. Until the knowledge of it shall become general, the practice of it must continue to be important and profitable, as a distinct occupation. I have had repeated occasion to test its value in the reports which have been given of proceedings in the United States Courts of this District; and I believe I express the opinion of every Judge who has similar experience, that a great deal of public time, and with it, of public money, would be saved, by employing a set of educated Phonographers, at very liberal salaries, in all the Courts of our country, to note the evidence as it comes from the witnesses. Indeed, where the proofs are by deposition, such a resort would be invaluable, as it would give to the notes of the Commissioner much of the fidelity and truthfulness of a *viva voce* examination in open Court.

I am, my dear sir,

Very faithfully yours,

(Signed)

J. K. KANE.

I fully concur with Judge Kane in the above statement, having had some opportunities of judging from young men—phonographers—who have been employed in Court.

(Signed)

R. C. GRIER.

Extract of a Letter from Judge Haines, Chester County, Pennsylvania.

West Chester, 12 March, 1852.

Townsend Sharpless.

My Dear Sir:—I am not sufficiently conversant with this new science (Phonography) to speak of its merits in a proper manner; yet I am satisfied, that in the business of our Courts much time and expense would be saved by its adoption therein. Without making any nice calculation as to the daily expense of our Court, it will not be rating it at too high a figure to set it down at 75 dollars.

With sincere respect,

Your friend,

(Signed)

TOWNSEND HAINES.

A Letter from Morton McMichael to Townsend Sharpless.

Philadelphia, 30 January, 1854.

Dear Sir :—In reply to your inquiry, I have to state that in my judgment Phonography is a science very well deserving a place in our seminaries of education. As an aid to reporting for the press, it is invaluable, as my own experience has taught me ; and I have no doubt that if compositors in printing offices were trained in a knowledge of its principles, their practical application of it would greatly facilitate their labour, and promote the interests of their employers.

Very respectfully yours,

(Signed)

MORTON McMICHAEL.

Letter from Robert Morris to Townsend Sharpless.

"Inquirer" Office, Philadelphia, 31 Jan., 1854.

My Dear Sir :—In reply to your question, I have no hesitation in saying, that in my judgment the acquisition of Phonography, as well by compositors as reporters, would materially add to the value of their services, and greatly facilitate the operations of publishers.

With much respect, yours,

(Signed)

ROBERT MORRIS.

A Letter from William Birney to Townsend Sharpless.

Office of the "Register," Philadel., 4 Feb., 1854.

Dear Sir :—To the question in your note of the 31st ult., I reply affirmatively.

If compositors could set up the type from Phonographic notes, reports could be published immediately, which do not, under the present system, appear for several days.

The reduction of expense would be another important result of the improvement in education of which you speak. Publishers are now compelled to pay ten dollars an hour to Phonographers, chiefly on account of the time required to transcribe their reports into ordinary handwriting. Do away with the necessity of this, and you will greatly increase the usefulness, by facilitating the operations, of the newspaper press.

If you can contribute to bring about such an improvement in education, depend upon it, sir, that you will receive the cordial thanks of editors and publishers.

Very respectfully yours,

(Signed)

WILLIAM BIRNEY.

A Letter from James S. Wallace to Townsend Sharpless.

Sir :—In answer to your inquiry whether Phonography, if exercised by both reporters and type-setters of the daily press, would not effect a great saving of time and labour, I can state, from observation, that the general use of Phonography would be of the greatest importance to printing, in an economical point of view. A speech, lecture, &c., reported verbatim in phonetic character, if understood by the

type-setter, could be printed from the original manuscript, and thus save all the trouble of re-writing. I have always regarded Phonography as an important addition to the educational branches taught in our schools, and I sincerely hope every young man in our community may have an opportunity of learning it. I have personally practised it but little, yet that little saves me much labour and trouble, when making memoranda for future reference, in the course of my editorial duties.

Respectfully yours,

(Signed)

JAMES S. WALLACE.

A Letter from Isaac England, "Tribune" Office, New York.
Isaac England to Robert Patterson.

22 March, 1854.

I am requested by our mutual friend, William H. Fry, to give my opinion of the advantages of Phonography in relation to the composition of a daily paper. I should have done so some time since, as per promise, but pressing business would not allow of it. By reference to "Pitman's Manual," you will find that verbatim reports have been set up from Phonographic copy. My own experience enables me to testify to the ease and rapidity with which such may be accomplished. When a practical compositor, I have frequently set page after page from Phonographic copy, and in no instance was it necessary to consult the author. All that was necessary, was a list of the grammalogues printed upon a card; and in a little practice, this was rarely referred to. I believe that a tuition of six weeks would enable a compositor to set from reporter's notes, if he has been over them and filled in the vowels. With all reporter's notes, this might not be possible, for some write such horrid scrawls that scarcely anyone could decipher them; but I should think this would be the exception, and not the rule.

Mr Fry spoke of its usefulness to others as an abbreviator of labour, besides reporters. Certainly, its usefulness to men of letters is incalculable. And this fact would be amply demonstrated if the printer would only endeavour to become something less of a machine.

Farewell.

Copy of the Fourth Resolution passed at the Ohio Editorial Convention held in Cincinnati, Jan. 1854.

Resolved.—That this Convention recommends to all persons who are learning, or who design to learn, the printing business, a thorough practical knowledge of Phonography; and that it urges upon all young men who are fitting themselves to become reporters, or to be otherwise engaged in the editorial department of newspapers, the necessity of the same knowledge.

(Signed)

W. T. COGGESHALL.

Chairman of the Business Committee.